

The University of Strathclyde

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So you have the data, what next?
Reflections on harnessing the data to
support enhancement activity



UK Entrepreneurial University
of the Year 2013/14
UK University of the Year
2012/13

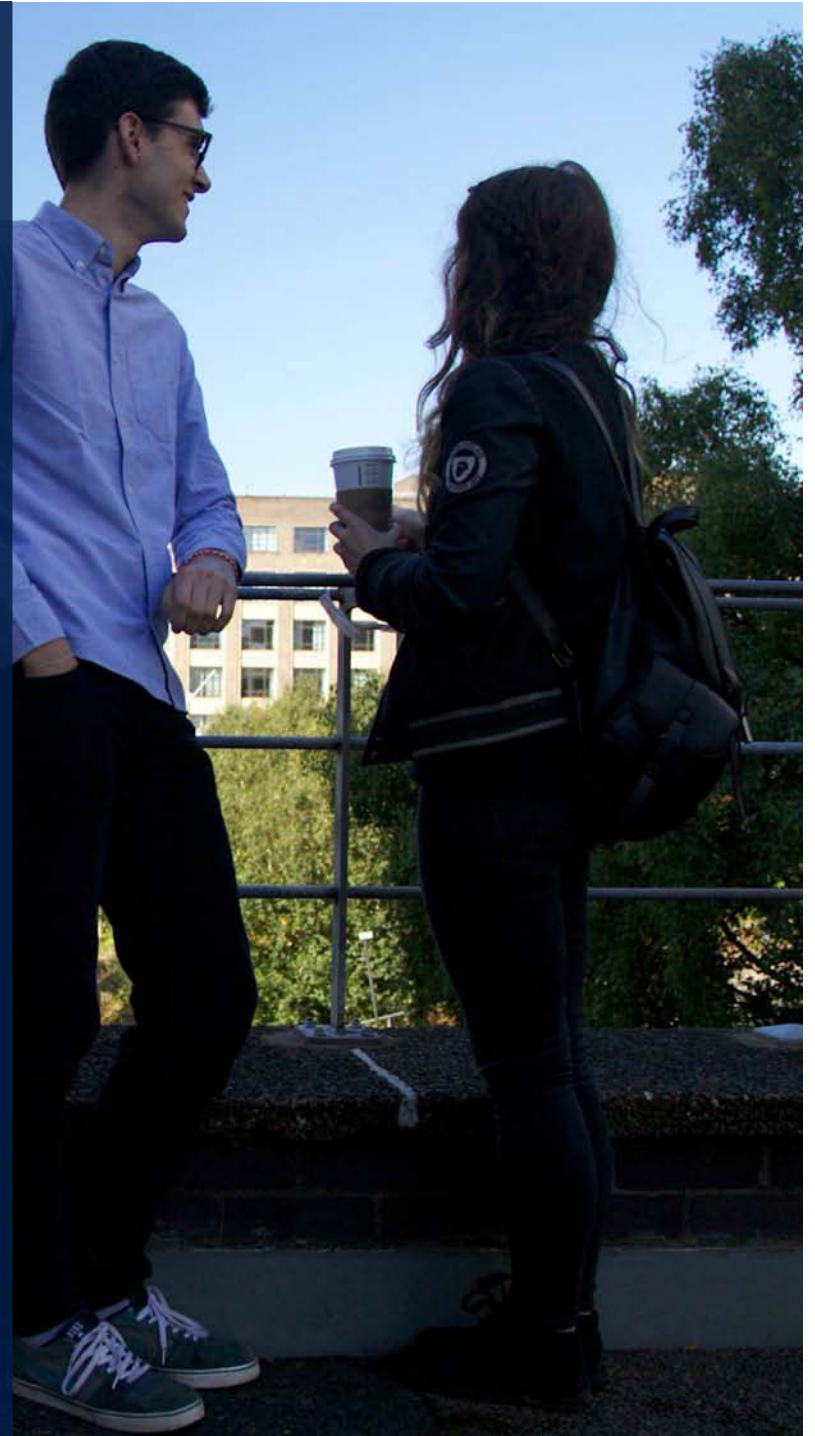


Where we were - The NSS Improvement Framework

- Evolved out of a focus on release of results and subsequent response
- Developed in depth data set for each area, including sector subject comparators and longer trend data
- Approach based on department/school level activity with central facilitation and reporting

Framework approach:

- Detailed data analysis for Faculty and Dept level provided centrally
- Evidenced action through plans (template)
- Oversight and reporting centrally
 - Faculty Level
 - University Level
- Central review of subject plans for enhancement
- Forums





Areas for improvement

- Timing too late for the coming academic year and didn't fit with natural planning cycle
- Profile of NSS and senior level scrutiny resulted in tactical narrow focus on honours year to see immediate impact – less focus on other surveys and data sets
- Some HoDs felt the need to focus energy on 'defending or justifying' performance rather than enhancement
- Emphasis on planning but variable in terms of implementation success (or monitoring!)
- Short time frame encouraged HoD level planning rather than full teaching team involvement
- 12 month planning horizon not ideal for L&T enhancement and embedding good practice

NEED TO MOVE FURTHER AWAY FROM REACTION
TO FOCUS ON ENHANCEMENT

Learning and Teaching Improvement Planning

- Move away from NSS label for broader focus
- Pushed to start of the summer to fit with a more natural reflection point
- Planning timeframe allows development to happen prior to the coming academic year
- Extended to 2 year rolling plan focused on embedding enhancements, with reflection/refresh points when new survey data or student voice feedback is available
- Individualised data sets bringing all department/school data to a single access location
- Emphasis on whole picture rather reaction to single dominant data source

Still includes department/school level activity focus, facilitated by institution-wide events and system.

